

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF HEALTH/NUTRITION, FAMILY SERVICES
AND ADULT EDUCATION**



Request for Proposals

Parent Academy Program

2013-14

Purpose: To assist local and regional boards of education to collaborate with parents to establish Parent Academies focused on enhancing the capacity of parents to support learning at home as well as at school.

Pursuant to Public Act 12-1 **Section 233** (June Special Session)

RFP #402

Published: September 30, 2013

Application Due: November 6, 2013



Approved by Finance & Budget Committee
RFP402-10012013
Parent Academy Program

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stefan Pryor
Commissioner of Education

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Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct.gov

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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BACKGROUND AND PROGRAM DESCRIPTION

Background

The Connecticut State Department of Education (CSDE) is seeking proposals to support family engagement in student achievement through the establishment of Parent Academies. Families, school staff and community members make important contributions to student success and the best results come when all three work together as equal partners. The goal of Parent Academies is to support families as partners in learning to increase student success and close achievement gaps.¹

Research demonstrates a strong positive relationship between parental engagement in children's education both in school and at home, and children's educational outcomes, their positive attitudes, and their avoidance of truancy and dropping out. Family engagement is everything family members do to support their children's learning, guide them through a complex school system, advocate for them when problems arise, and collaborate with educators and community groups to achieve more equitable and effective learning opportunities.

Based on the evidence, the Connecticut State Board of Education has adopted standards for family and community engagement (available at <http://1.usa.gov/OH2245>). These standards are:

1. Parent education – Identify and prioritize as needed, secondary school completion options and English language learning services for parents of school age children. Support the family's essential role in encouraging children's learning at every age and in developing positive parent-child relationships.
2. Communicating and creating a welcoming climate – Promote ongoing, clear, meaningful, and two-way communication about school programs and student learning, and develop personal relationships among school staff, families, students and community members.
3. Volunteering – Involve families in instruction and support, both in and out of school, and in creating a family-friendly atmosphere at school.
4. Supporting learning at home – Involve families in learning and enrichment activities that are linked to academic standards, both at home and in the community.
5. Decision making and advocacy – Provide opportunities for families to develop and strengthen their leadership roles in school decisions, especially those related to student performance and school improvement.
6. Collaborating with community – Provide coordinated access to community resources, serve as a resource to the community and offer opportunities for community service.

¹ The terms parent or family are intended to mean a natural, adoptive or foster parent, guardian or other adult serving as a parent, such as a close relative, educational guardian and/or a community or agency advocate.

Purpose and Description of the Program

Successful Parent Academies build on research and best practice in the field of school-family-community partnerships. Not only do Parent Academies focus on activities that are linked to children's learning, they also support the many ways in which families, community organizations and school staff engage with and support one another, from promoting family literacy, to improving schools and advocating for greater educational quality and opportunity.

Successful Parent Academies are as varied as their local communities, yet they share certain common characteristics:

- Respectful – Families, schools and communities develop relationships that recognize, respect and build on the diverse strengths, talents, needs, and interests of families and students.
- Inclusive – Staff reach out to all families, especially those who are culturally diverse or have low levels of income. They examine their assumptions and come to know and learn from families as individuals. All families are honored and valued as partners in their children's education.
- Flexible – Partnerships are tailored to all stages of a student's educational career, and offer a variety of times, locations and opportunities for participation.
- Democratic – Families are equal partners with staff, together constructing programs, policies and information. Leadership is open to families, students and other partners.
- Systematic – Partnerships focus on student achievement and help families and community members understand what students are learning and what the district's standards for successful performance mean for different ages and grade levels.

Program Pathways

Parent Academy programs contribute to meeting the Connecticut state standards by specifically focusing on four program pathways that empower parents to be partners, leaders and advocates for student learning and school improvement. The four program pathways are:

1. Parents are Teachers – providing a clearer understanding of how children grow and learn and the teaching and learning approaches used in their children's schools.
2. Parents are Advocates – building capacity to advocate for children, to understand the standards and expectations for learning, and to support learning at home.
3. Parents are Leaders – helping parents build the skills necessary to assume leadership roles in schools and the community.
4. Parents are Learners – providing parents with the opportunity to build upon their own skills for personal and professional growth.

Delivery System

A Parent Academy offers a year-round range of services for parents at site(s) throughout the community and online. In addition, programs may be offered to school staff to build their capacity to effectively partner with families.

The “campus” of the Parent Academy may be spread throughout the community, and offerings may be held at a variety of local venues including schools, libraries, parks, colleges, faith-based organizations, museums, zoos community-based organizations.

- **In-Person Classes:** Classes may be offered in multiple languages and in a variety of settings, in places and at times that are convenient to their participants. On-site classes include transportation and childcare.
- **Electronic Classes:** Classes may be offered electronically via the Internet and/or public access television, and may be part of the district’s Adult and Career Technical and Education program.
- **Family Learning Events:** Family Learning Events may be held in culturally enriching venues to provide educational activities for families with children of all ages, and foster strong relationships between parents and children. Workshops and resource fairs are built into the event so that families can learn and have fun together at the same time.
- **Resources and Information:** Information regarding community resources and services may be available to parents and their children.
- **Staff Development:** Training may be offered for school personnel on how to create family-friendly schools.

Curriculum

Parent Academy courses will be based on principles of child development and will help parents play an active role in their children’s education. Course offerings will include information on curriculum and supporting academic success, parent advocacy, leadership, and effective parenting skills.

The curriculum will include courses that range from one-session workshops to classes over a period of several weeks or months. Parents will also be provided with information on how they can access online information about their child’s progress, engage in school choice and other opportunities to get involved in their schools.

Parent-to-Parent Outreach and Support

To expand outreach into linguistically and culturally diverse neighborhoods, the Parent Academy will engage and train multilingual, multicultural parents who have successfully completed courses and who can serve as a primary link between the Parent Academy and underserved families in the community. Parent ambassadors will be trained to share information about Parent

Academy programs. Veteran ambassadors will become leaders and assist in planning and delivering workshops and training new ambassadors.

Developed with Parents

Parent Academies engage families of students currently enrolled in school in designing the instructional programs that will be offered to develop parents' capacity to engage in a range of parenting and other educational activities.

Community Collaboration

The Parent Academy makes a commitment to engage the community in its initiatives. The Parent Academy will tie together and/or utilize programs for parents that already exist in the community and offer them through the Parent Academy network. A community "network of family learning opportunities" will be created by collaborating with existing community programs and/or community based organizations such as but not limited to the Family Resource Centers, the YMCA, faith-based organizations, community service organizations and public libraries.

Instructors

Workshops will be developed and taught by state staff, school district staff and/or qualified community partners.

ELIGIBILITY, FUNDING AND SUBMISSION

Eligible Applicants

Applications will be accepted from local boards of education representing communities designated as “Reform Districts” (see list in Appendix C) in partnership with a nonprofit community-based organization.

This competitive grant application requires that a minimum of two agencies (as described below) establish a partnership to become an eligible entity. The application must clearly demonstrate that the partnership represents a relationship between the agencies and specifies roles and responsibilities in the planning, implementation and evaluation of the program. An eligible applicant is the partnership of:

1. a local educational agency designated as an “Reform District” AND
2. a nonprofit community based organization, of demonstrated quality with a history of successful implementation of programs similar to the Parent Academy program.

The partnership will designate one agency to act as fiscal agent.

A local educational agency or other organization may submit, or be included in, no more than one proposal.

Eligible Participants

Eligible participants are those parents or guardians with a child or children attending the schools identified by the district for participation in this project.

Funding Available

The CSDE expects to issue one (1) grant in the amount of \$79,166.

Grant Period

The anticipated grant period is December 1, 2013 – June 30, 2014. All funds must be obligated by June 30, 2014. There are no exceptions or waivers to this requirement.

Start-Up Period

Funds may be provided for a two to three month start-up period for planning purposes during the first year of a grant period before full implementation of the program is required. No more than one-third of the grant funds may be used for the start-up period.

Required Matching Funds

Grantees must provide matching funds in the amount of 50 percent of the state grant amount (i.e., a match of \$39,583 is required for a grant of \$79,166). Allowable matching sources of

funds are local school district funds (raised through local or other philanthropic revenues), in-kind contributions from the local school district, as well as cash and in-kind contributions from community partners so long as they are not derived from state or federal grants.

Submitting Applications

Applications, IRRESPECTIVE OF POSTMARK DATE, **must be received by 4:00 p.m. on November 6, 2013.**

An original and five (5) copies of the entire application must be submitted. All applications become the property of the CSDE and become part of the public domain.

Facsimile (faxed) copies of applications will not be accepted. Only applications with original signatures will be accepted.

Note: The CSDE will not make copies on behalf of applicants failing to meet this requirement. The application will be deemed incomplete and ineligible for review if requisite copies are not submitted.

Do not include any materials that are not requested in the application such as pictures, agency brochures or literature. Nonrequired materials will not be reviewed or returned, nor will they be considered in the review of the application.

Proposals that do not comply with the requirements of this RFP may be considered non-responsive and excluded from review. Also, omission of any required document or form, failure to use required formats for response, or failure to respond to any requirements may lead to rejection of the proposal prior to any formal review.

Mail or deliver applications to:

Judy Carson, Ph.D., Program Manager
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457

Phone: 860-807-2122
E-mail: judy.carson@ct.gov

Freedom of Information

All of the information contained in a proposal submitted in response to this application is subject to the provisions of the Freedom of Information Act (FOIA), Section 1-200 et seq. of the Connecticut General Statutes. The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

Review of Proposals and Grant Awards

Complete application packages received by the due date will be reviewed by CSDE according to the criteria presented in this Request for Proposals (RFP).

Each application will be rated and scored in the following categories:

- **Quality of Applicant Partnership** – The application must identify the school district and nonprofit community based agency that are together applying as a partnership for the purposes of this application. The application must describe the partner organizations' background, purpose, experience and success with regard to operating a Parent Academy program.
- **Narrative** – The application must contain a detailed description of the program approach, including a description of quality considerations and the applicant's capacity to implement the program. A description of how the Connecticut State Board of Education standards for School-Family-Community Partnerships will be built into the proposal and how parents will be included as active participants in a culturally responsive manner must be included.
- **Collaboration** – The application must clearly describe a plan to create a Parent Academy in collaboration with other agencies and organizations. The application must demonstrate that this project will not duplicate resources, but will develop a new range of services that are not available in the community.
- **Program Plan** – The plan for implementing the program must clearly support the application objectives, the requirements and the intent of the program. The description must also adequately describe the deliverables and include a timeline.
- **Budget** – The application must include a reasonable budget that meets the requirements outlined in the RFP and must support the proposed plan, objectives and activities of the program.
- **Evaluation of Project** – The application must contain clear outcome statements and processes for measurement that will address the implementation of the program, achievement of outcomes and evaluation effectiveness.
- **Completeness/Comprehensiveness** – The application must effectively support the overall intent, goals and purpose of the program. It must contain all required elements and address each area completely.

The CSDE reserves the right to make grant awards under this program without discussion with the applicants. Therefore, proposals should represent the applicant's best effort from both a technical and cost stand point. The CSDE reserves the right to reject all proposals and to conduct a more extensive proposal solicitation, and to reject a lower cost proposal if it believes that a higher cost proposal more appropriately meets the stated objectives. All awards are subject to availability of state funds. Grants are not final until the award letter is executed.

CONTENTS OF APPLICATION

The grant application must include the following information:

Applicant Information

Use the Cover Page form provided to identify the partnership of the school district and nonprofit community based agency that is applying for the grant. Indicate which entity will serve as the fiscal agent. The cover page should be the first page of the application.

For the nonprofit community based agency, attach the organizational chart and proof of nonprofit status.

Program Narrative (20 pages maximum)

The narrative description is limited to a maximum of 20 pages, double spaced using font size 12, one-inch margins, with each page clearly and consecutively numbered (not including attachments) and in the order and format required.

1. Project Design (maximum 20 points)

Provide a thorough description of the project design. In the description include:

- goals, objectives and measurable outcomes to be achieved by the proposed project;
- evidence that this program addresses the Connecticut State Board of Education standards for School-Family-Community Partnerships;
- the target population to be served and evidence of their need for the project and willingness to participate; and
- sound strategies for reaching and working with the target population.

2. Program Plan: Program Components, Curriculum and Delivery (maximum 35 points)

Describe the instructional program(s) that will be used and the delivery method(s) and the plan for implementing the project. In the description include:

- clearly defined timelines and milestones for accomplishing project objectives and activities;
- how the project addresses the four required program pathways (see box at right);
- how the program will be delivered, which may include in-person classes, electronic classes, family learning events, resources and information, and staff development;
- the curriculum to be used or developed and how that curriculum will help parents play an active role in their children's education;
- parent-to-parent outreach and support and how parent ambassadors will be trained to share information about Parent Academy programs; and
- an advisory committee made up of parents, community members and other stakeholders to ensure that a diversity of perspectives will inform the project.

Parent Academy Program Pathways

- 1. Parents are Teachers** – providing a clearer understanding of how children grow and learn and the teaching and learning approaches used in their children's schools
- 2. Parents are Advocates** – building capacity to advocate for children, understand the standards and expectations for learning, and support learning at home
- 3. Parents are Leaders** – helping parents build the skills necessary to assume leadership roles in schools and the community
- 4. Parents are Learners** – providing parents with the opportunity to build upon their own skills for personal and professional growth

3. Program Quality (maximum 20 points)

Describe how the program will address the following quality considerations:

- how the program ensures high quality instructional activities based on research and best practices in parenting education and adult learning;
- how the project will provide cultural and language appropriate services to address the needs of culturally diverse parents;
- how the program will establish and monitor requirements for instructors' qualifications and ensure that all Parent Academy classes are offered by qualified instructors; and
- describe the physical space that will be used for serving adults and children:
 - The program site must have adequate and appropriate physical facilities for conducting high quality programs. If multiple sites are used, describe each classroom. If child care is provided, describe that space as well. Efforts must be made to secure public facilities that incur no cost to the state. If you are proposing to use facilities other than your own, a letter of support must be included indicating agreement and site availability by the program start date.
 - NOTE: ALL PROGRAM AND INSTRUCTIONAL SITES MUST BE ACCESSIBLE TO PERSONS WITH DISABILITIES.

4. Development of the Plan (maximum 10 points)

Describe how the plan was developed and priorities established. Include in your description:

- how student performance data were used in the development of the plan;
- how parents of students currently attending school in the district were involved in the planning and decision making related to this project;
- how community members participated in developing the project plan; and
- the research base and recognized best practices in the field that provided the foundation for this project.

5. Collaboration (maximum 10 points)

Describe the extent to which the proposed project will collaborate with other appropriate agencies and organizations that currently provide services to the target population including:

- how services offered by the applicant will build upon and not duplicate those being provided to program participants by other service providers;
- evidence that the applicant has conducted a review of all relevant providers and is fully aware of similar and related services being provided to eligible parents;
- clear delineation of the roles to be played by each of the partners, describing who will do what, when, where, and with what anticipated results; and
- evidence that firm agreements have been secured from various providers for specific cooperative activities. Please include letters of commitment or memoranda of understanding that clearly indicate the role and capacity of each partnering organization discussed in the application (an example can be found in Appendix D). These letters are not counted as part of the pages in the Program Narrative section of the application.

6. Past Experience and Adequacy of Resources (maximum 10 points)

Provide evidence that the applicant has had past success in operating a parent education program including:

- how this project is related to the applicant organizations' background, mission and experience with regard to operating similar programs;
- a statement of the applicant's strengths and capacity to implement and support the project and/or proposed means to increase capacity; and
- the amount and source of matching funds. Projects funded under this grant program must provide matching of no less than 50 percent of the total cost of the project. Allowable matching sources of funds are local school district funds (raised through local or other philanthropic revenues), in-kind contributions from the local school district, as well as cash and in-kind contributions from community partners so long as they are not derived from state or federal grants.

7. Program Management Plan (maximum 10 points)

Describe how the project will be managed to ensure timely and efficient administration of the project including:

- designated responsibilities for specific personnel who are qualified to implement the program; and
- a plan for oversight of presenters and/or subcontractors to ensure programs offered are of high quality.
 - If presenters and/or subcontractors are hired, they must be secured through an open and competitive process with selection based on qualifications, demonstrated ability, prior experience and fees charged. State how the applicant organization encourages participation of minority and female-owned contractors. The grantee shall be solely responsible for the work of any subcontractor under this agreement. A copy of written agreements with presenters and subcontractors must be kept on file.

8. Evaluation and Documentation (maximum 10 points)

Programs are required to conduct an independent local evaluation and provide an annual report to the CSDE. Describe the local evaluation plan including:

- benchmarks to monitor progress toward specific project objectives and outcome measures to assess the impact of the project activities on project participants;
- plans for measuring the long-term effects of the program; and
- the types of data that will be collected, when various data will be collected and how they will be analyzed.

A draft logic model may be submitted as part of this application. The following link provides guidance about building logic models:

http://www.childwelfare.gov/management/effectiveness/logic_model.cfm

Grantees will be required to submit quarterly reports of program activity to the CSDE. In addition, programs are required to participate in any state evaluation activities in order to identify promising practices and models for replication. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

9. Continuation of Project (maximum 5 points)

Identify the amount of state and matching funds the program would require for a second year of operation. Describe the sustainability plan that will allow the program, as described, to operate for a minimum of three years after two years of state funding has ended.

10. Budget and Budget Narrative (maximum 10 points)

The budget and budget narrative should be prepared on the forms provided and are not part of the 20 page limit applied to the program description.

Budget

Complete the ED114 Budget Form provided. Note: only districts and agencies that have an approved indirect cost rate for the 2013-14 school year may include indirect costs as a component of their budget proposal. In such cases, the indirect cost line item cannot exceed the percentage approved for the indirect cost.

Allowable costs include: personnel, equipment, instructional services and materials, transportation and child care.

The following costs are prohibited: lobbying, bonuses/commissions, interest, lease-purchase options, and purchase of real property.

Budget Narrative

The applicant must provide a detailed budget narrative which will include a description and justification for each budget line item for state grant funds and for the local matching contribution. The budget narrative should describe the basis for determining the amounts shown on the budget page in detail. The budget narrative may be single-spaced. Both the budget and the narrative should be aligned with the activities described in the proposal narrative, effective and efficient use of funds justified and the full range of resources that will be used to accomplish the goal of the project described clearly.

Statement of Assurances

Use the form provided.

Affirmative Action Plan

If a current Affirmative Action Plan is on file with the CSDE Office of Affirmative Action, complete the Certification that a current Affirmative Action plan is on file and submit as part of the proposal. Applicants who do not have an Affirmative Action plan on file with the CSDE must obtain and submit a completed packet with their grant application. An Affirmative Action packet can be obtained through the:

Connecticut State Department of Education
Affirmative Action Office
25 Industrial Park Road
Middletown, Connecticut 06457-1543
860-807-2101

APPLICATION PACKET

Cover Page

**Connecticut State Department of Education
Parent Academy Program
2013-14**

Applicant Partnership This application is submitted on behalf of the following partnership:	
School District:	Nonprofit Community Based Agency: Attach organizational chart and proof of nonprofit status.

Fiscal Agent Which member of the applicant partnership will serve as the fiscal agent (grantee)?

Contact Information	
School District: (Name, title, address, phone, e-mail)	Nonprofit Community Based Agency: (Name, title, address, phone, e-mail)

Certification I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.	
Signature of Superintendent of Schools:	Signature of Head of Nonprofit Community Based Agency:
Name and Title (Typed):	Name and Title (Typed):
Date of Board Acceptance:	Date of Board Acceptance:

**ED114 Budget Form
FISCAL YEAR 2013-2014**

GRANTEE NAME:		TOWN CODE:
GRANT TITLE: Parent Academy		
PROJECT TITLE:		
ACCOUNTING CLASSIFICATION: FUND: 11000		SPID: 12545 YEAR: 2014
PROGRAM: 82079	CHARTFIELD1: 170003	CHARTFIELD2:
GRANT PERIOD: December 1, 2013 – June 30, 2014		AUTHORIZED AMOUNT:
CODE	DESCRIPTION	BUDGET AMOUNT
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
112A	EDUCATION AIDES	
112B	CLERICAL	
119	OTHER	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
322	INSERVICE (INSTRUCTIONAL PROGRAM IMPROVEMENT SERVICES)	
325	PARENTAL ACTIVITIES	
330	OTHER PROFESSIONAL/TECHNICAL SERVICES	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
612	ADMINISTRATIVE SUPPLIES	
642	LIBRARY BOOKS	
690	OTHER SUPPLIES	
700	PROPERTY/EQUIPMENT	
	TOTAL	
XTLM	TOTAL LOCAL MATCHING	
	PROGRAM TOTAL (GRANT FUNDS AND MATCHING)	

____ ORIGINAL REQUEST DATE
 ____ REVISED REQUEST DATE

 STATE DEPARTMENT OF EDUCATION
 PROGRAM MANAGER AUTHORIZATION

 DATE OF
 APPROVAL

Grant Budget Narrative

Grantee Name: _____

Complete a budget narrative for each category for which you are applying.

Code	Object	State Grant Funds Amount	Local Matching Funds Amount
111A	Administrator/Supervisor Salaries Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients.	\$	\$
111B	Teachers Salaries for employees providing direct instruction/ counseling to pupils/clients, including staff for whom the grantee is paying employee benefits and who are on the grantee payroll.	\$	\$
112A	Education Aides Salaries for grantee employees who assist staff in providing classroom instruction. This category includes all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.	\$	\$
112B	Clerical Salaries for grantee employees performing clerical/secretarial services. This category includes all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.	\$	\$

Code	Object	State Grant Funds Amount	Local Matching Funds Amount
119	Other Salary for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B.	\$	\$
200	Personal Services-Employee Benefits Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112A, 112B or 119.	\$	\$
322	In-service (Instructional Program Improvement Services) Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.	\$	\$
325	Parental Activities Expenditures related to services for parenting, including workshop presenters, counseling services, baby-sitting services and overall seminar/workshop costs.	\$	\$
330	Other Professional/Technical Services Payments for professional or technical services that are not directly related to instructional activities. This category includes payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.	\$	\$

Code	Object	State Grant Funds Amount	Local Matching Funds Amount
580	Travel Expenditures for transportation, meals, hotel and other expenses associated with staff travel, including per diem payments to staff in lieu of reimbursement for subsistence (room and board).	\$	\$
590	Other Purchased Services All other payments for services rendered by organizations or personnel not on the GRANTEE payroll and not detailed in 580. These include: insurance costs (other than employee benefits) - payments for all types of insurance coverage including property, liability and fidelity; printing and binding - publication costs; and advertisement - any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads and the purchase and sale of property.	\$	\$
611	Instructional Supplies Expenditures for consumable items purchased for instructional use.	\$	\$
612	Administrative Supplies Expenditures for consumable items directly related to program administrative (non-instructional) activities.	\$	\$
642	Library Books Expenditures for library books, reference books, periodicals and newspapers that are purchased for use by the school library.	\$	\$

Code	Object	State Grant Funds Amount	Local Matching Funds Amount
690	Other Supplies Allowable expenditures for any other supply, which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies and transportation supplies.	\$	\$
700	Property/Equipment In accordance with the Connecticut State Comptroller's definition of equipment, including all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over <u>\$1,000</u> and a useful life of more than one year.	\$	\$
	TOTAL	\$	\$

APPENDICES

APPENDIX A: STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: _____

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
- iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said

Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment;

(3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

APPENDIX B: AFFIRMATIVE ACTION CERTIFICATION

Agencies with an affirmative action plan on file need to certify such by signing the statement below.

Applicants who do not have an Affirmative Action plan on file with the CSDE must obtain and submit a completed packet with their grant application. An Affirmative Action packet can be obtained through the:

Connecticut State Department of Education
Affirmative Action Office
25 Industrial Park Road
Middletown, Connecticut 06457-1543
860-807-2101

I, the undersigned authorized official, hereby certify that the applying organization/agency has a current affirmative action plan on file with the Connecticut State Department of Education. The affirmative action plan is, by reference, part of this application.

Signature of authorized official

Date

Name and title

APPENDIX C: LIST OF REFORM DISTRICTS

Bridgeport

East Hartford

Hartford

Meriden

New Britain

New Haven

New London

Norwich

Waterbury

Windham

APPENDIX D: SAMPLE INTERAGENCY COLLABORATION LETTER OF AGREEMENT

_____ (name of proposing agency) is submitting a proposal for the _____ (name of program) program. This program will _____

(brief information about program).

As we have previously discussed, we would like to enter into a collaborative agreement with your agency for the following services for fiscal year 2013-14.

Responsibilities of Proposing Agency:

(Describe the specific activity to be provided by proposing agency for this application, the number of people to be served, the location of the activity, time period, etc.)

Responsibilities of Collaborating Agency:

(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, the location of the activity, time period and cost, etc.)

Indicate if this is a financial or nonfinancial agreement. Financial _____ Nonfinancial _____

Thank you for your support.

PROPOSING AGENCY
_____ Name: _____ Title: _____ Address: _____ _____
(Signature)
Date: _____

COLLABORATING AGENCY
_____ Name: _____ Title: _____ Address: _____ _____
(Signature)
Date: _____